



MARLBORO COUNTY HIGH

951 Fayetteville Avenue
Bennettsville, South

Grades	9-12 High School	
Enrollment	1,351 Students	
Principal	Kenneth Lance Bowen	843-479-5900
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	Average	Good
2007	Below Average	Below Average
2006	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	15	5	13

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	66.3%	58.9%	60.7%	68.6%	61.8%	63.1%
Passed 1 subtest (%)	19.6%	19.6%	17.9%	16.4%	18.9%	18.7%
Passed no subtests (%)	14.1%	21.5%	21.4%	15.0%	19.3%	20.2%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	83.1%	83.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	333	415	131	152
Number of Graduates in Cohort	220	269	92	100
Rate	66.1%	64.8%	67.5%	66.7%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	58.4%	58.3%
English 1	48.4%	51.9%
Physical Science	30.7%	35.4%
US History and the Constitution	17.4%	24.1%
All Tests	39.0%	41.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,351)				
Retention rate	7.5%	Up from 7.3%	5.3%	3.7%
Attendance rate	93.6%	Up from 93.5%	94.0%	95.4%
Eligible for gifted and talented	14.3%	Up from 7.1%	4.2%	12.4%
With disabilities other than speech	13.2%	Down from 13.8%	13.8%	12.8%
Older than usual for grade	13.8%	Up from 10.6%	13.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.4%	Down from 10.0%	2.2%	1.1%
Enrolled in AP/IB programs	2.6%	Down from 4.8%	7.8%	13.1%
Successful on AP/IB exams	50.0%	Up from 44.4%	23.6%	50.4%
Eligible for LIFE Scholarship	26.8%	Down from 29.1%	26.8%	30.4%
Annual dropout rate	3.9%	Down from 4.0%	2.5%	3.1%
Career/technology students in co-curricular organizations	7.6%	Up from 6.0%	3.4%	2.2%
Enrollment in career/technology courses	870	Up from 786	266	424
Students participating in work-based experiences	31.4%	Up from 28.6%	8.0%	11.7%
Career/technology students attaining technical skills	75.7%	Up from 73.3%	73.9%	78.7%
Career/technology completers placed	99.6%	No Change	97.1%	98.5%
Teachers (n=78)				
Teachers with advanced degrees	50.0%	Up from 46.0%	56.1%	60.4%
Continuing contract teachers	69.2%	Up from 67.8%	62.5%	76.6%
Teachers with emergency or provisional certificates	14.3%	Down from 17.9%	18.6%	6.5%
Teachers returning from previous year	75.6%	Down from 77.2%	78.7%	86.8%
Teacher attendance rate	96.6%	Up from 94.2%	96.2%	95.8%
Average teacher salary*	\$42,366	Down 0.5%	\$44,796	\$47,390
Professional development days/teacher	6.0 days	Up from 4.4 days	10.6 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	27.5 to 1	Up from 26.7 to 1	22.4 to 1	25.8 to 1
Prime instructional time	90.0%	Up from 86.3%	89.1%	90.1%
Dollars spent per pupil**	\$6,512	Up 2.6%	\$9,731	\$7,974
Percent of expenditures for teacher salaries**	52.7%	Down from 54.4%	52.7%	55.4%
Percent of expenditures for instruction**	55.0%	Down from 57.6%	59.4%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.3%	Up from 86.6%	97.7%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	332	83.1%	1260	39.0%	415	64.8%	No
Gender							
Male	157	80.9%	662	37.0%	207	56.0%	N/A
Female	175	85.1%	598	41.1%	208	73.6%	N/A
Racial/Ethnic Group							
White	103	85.4%	359	50.4%	130	60.8%	N/A
African American	215	81.9%	838	33.4%	264	67.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	10	80.0%	54	48.1%	14	28.6%	N/A
Disability Status							
Disabled	41	46.3%	163	15.3%	45	42.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	276	81.9%	1086	36.8%	340	64.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Last year (2009-2010) was a year of changes, transition regarding perception and direction, and successes at MCHS. As with every year, there were some new faces on the staff. Students continued to be greeted in the mornings with breakfast in the cafeteria – allowing for better food to be served. A survey was administered to the student body, faculty, and parents regarding the initiation of contractual community restaurant culinary options for our students to be served during the scheduled lunch periods. Homeroom time continued to be conducted daily providing students with extra assistance with EOC, HSAP, SAT, ACT, and career development. This time has also allowed many guest speakers to visit classrooms. These guest speakers were community, civic, and business leaders providing the students “Learning for Life” skills which will assist them in reaching their potential as they enter either the work force, the military, or a two or four year College Institution. In addition, this time allowed for continued group, class, and organizational meetings to be held. An activity schedule was developed to allow students to attend all of their classes and still have time for academic achievement assemblies and intra-murals at the end of designated days which has helped with school spirit and improving the school climate positively. Our fine arts programs saw great achievements with our MCHS Gold Rush Dance Team attending the Walt Disney World 2010 Contest of Champions Nationals and winning 2nd Place in Open Category. We also saw great achievements in Athletics with our Varsity Football Team becoming Region Champs and advancing to the Lower-state Championship game. Our Varsity Girls’ Basketball Team and our Varsity Boys’ Basketball Team were named Region Champs as well!

Another significant honor for MCHS this past year was being distinguished as a National Character Education Promising Practice Award winner through the Washington D.C. based Character Education Partnership. The award was for the practice: Youth Court; Character Education through the Judicial Process. Marlboro County High School was only one out of 9 high schools in the nation to win this prestigious character education award. The JROTC Department continued for the 16th year running to be recognized as an Honor Unit with Distinction by United States Army Cadet Command, placing the unit in the top 10% of the 1,690 Army JROTC programs worldwide.

School Year 2009 – 2010 has also seen a concerted effort in the correlation between technological programs such as STEM (Science, Technology, Engineering, and Mathematics), Project Lead the Way, and Robotics with Service Learning. These projects will be the future emphasis of grants that are applied for at the state and national levels because this is where the emphasis lies from the Department of Education and President Obama’s Race to the Top Program.

Another emphasis with service learning is to promote new collaborative community partnerships with members of the clergy, additional business partners, civic groups, local government, and male and female fraternal and sorority organizations. Mentorship and role modeling will be emphasized between the professionals in these organizations and the students of Marlboro County High School for the purpose of gaining scholarships and networking so the maximum number of opportunities will be available for the students of MCHS. The JROTC cadets have been working with students from the AMIKids School of Infinity (the alternative school serving students from MCHS and the district’s middle schools) by enabling JROTC LET I first year instruction to occur daily at the School of Infinity. In addition, a service learning mentoring program has been established with AMIKids Bennettsville, a branch of DJJ, in which the high school’s cadets work together in the community with the AMIKids Bennettsville Cadets performing service learning projects such as part of the high school’s BRIDGE Program, the creation of Principal Bowen, (Bringing Rigorous Instruction Determination and Guidance to Everyone) to work with both the Infinity School and Camp Bennettsville.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	83	184	27
Percent satisfied with learning environment	79.0%	56.4%	66.7%
Percent satisfied with social and physical environment	78.0%	65.0%	65.4%
Percent satisfied with school-home relations	57.7%	83.1%	70.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 9 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	23.4%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	318	95.3	23.4	42.8	23.4	10.3	49	49.3	65.9	No	Yes
Male	164	95.1	26	44.5	23.3	6.2	50	50.7	60.8	N/A	N/A
Female	154	95.5	20.8	41	23.6	14.6	47.9	47.9	71	N/A	N/A
White	77	96.1	15.3	36.1	31.9	16.7	65.3	65.8	77.5	No	Yes
African American	225	94.7	26.2	44.6	21.8	7.4	44.1	44.4	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	14	100	21.4	57.1	7.1	14.3	35.7	35.7	65.9	I/S	I/S
Disabled	40	92.5	74.2	25.8	0	0	12.9	20	21.3	I/S	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	266	94.4	27.1	44.2	21.7	7.1	42.5	42.8	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	318	97.2	33.8	37.2	20.9	8.1	41.6	42	62.3	No	Yes
Male	164	97	28.9	43	20.1	8.1	42.3	43.1	61.7	N/A	N/A
Female	154	97.4	38.8	31.3	21.8	8.2	40.8	40.8	63	N/A	N/A
White	77	98.7	23	32.4	31.1	13.5	63.5	64	75	No	Yes
African American	225	96.4	37.4	39.3	17.5	5.8	33.5	34	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	14	100	35.7	35.7	21.4	7.1	42.9	42.9	62.5	I/S	I/S
Disabled	40	95	78.1	15.6	6.3	0	9.4	16.7	22.1	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	266	97	38.1	37.2	18.6	6.1	36	36.4	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	315	85.1	81.7	10.4	5.6	2.2	7.8	N/A	N/A	N/A	N/A
Male	161	82.0	80.3	11.4	6.8	1.5	8.3	N/A	N/A	N/A	N/A
Female	154	88.3	83.1	9.6	4.4	2.9	7.4	N/A	N/A	N/A	N/A
White	76	86.8	66.7	19.7	9.1	4.5	13.6	N/A	N/A	N/A	N/A
African American	223	84.3	87.2	6.9	4.3	1.6	5.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	14	85.7	83.3	16.7	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Disabled	37	59.5	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	264	83.7	86.9	6.8	5.0	1.4	6.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	338	97.3	25.8	42.5	23	8.8	43.4	42.9	61.8
	2010	318	95.3	23.4	42.8	23.4	10.3	49	49.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	338	95.6	32.3	30.4	24	13.4	48.9	48.3	62.7
	2010	318	97.2	33.8	37.2	20.9	8.1	41.6	42	62.3

* Adjusted to account for natural variation in performance.